

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Glebe Junior School
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	37% (145)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022, July 2022
Statement authorised by	Steve Watson (Headteacher)
Pupil premium lead	Vicky Spender
Governor / Trustee lead	Walt Greensmith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,990
Recovery premium funding allocation this academic year	£19,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,512
<b>Total budget for this academic year</b>	<b>£233, 002</b>

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UNDER REVIEW

# Part A: Pupil premium strategy plan

## Statement of intent

SIP KI2: To raise attainment of all pupils in meeting expected standard in combined reading, writing and mathematics so it is above national, with a focus on boys, PP and More Able Pupils.

- Attainment of all pupils to be in line with national in combined RWM at expected standard (65%)
- Attainment of disadvantaged pupils has closed the gap with all pupils. (2021 outcomes: Y3 gap 8%, Y4 14%, Y5 21%, Y6 13% - average gap 14%. National = 20% gap))
- Attainment of boys has closed the gap with girls (2021 outcomes: Y3 gap 21%, Y4 11%, Y5 16%, Y6 8% - average gap 14%. National = 10% gap)
- % reaching the higher standard in combined RWM has improved year on year (2021 outcomes: Y3 4%, Y4 4%, Y5 6%, Y6 17%).
- Analysis leads to targeted provision for all groups.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	English: Reading/Vocabulary
2	% of PP with SEN (32%)
3	Emotional health & well-being/low aspirations
4	Engaging hard to reach families
5	Attendance

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attainment of all pupils to be in line with national in combined RWM at expected standard (65%)</p>	<ul style="list-style-type: none"> <li>• Attainment of disadvantaged pupils has closed the gap with all pupils. (2021 outcomes: Y3 gap 8%, Y4 14%, Y5 21%, Y6 13% - average gap 14%. National = 20% gap))</li> <li>• Attainment of boys has closed the gap with girls (2021 outcomes: Y3 gap 21%, Y4 11%, Y5 16%, Y6 8% - average gap 14%. National = 10% gap)</li> <li>• % reaching the higher standard in combined RWM has improved year on year (2021 outcomes: Y3 4%, Y4 4%, Y5 6%, Y6 17%).</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£109,863.55**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc Training	EEF Phonics (+4) Reading Comprehension Strategies (+6) EEF Support pupils to develop fluent reading capabilities (moderate)	1
Talk 4 Writing Training	EEF Teach writing composition strategies through modelling and supported practice (extensive)	1
Additional Teachers	EEF Reduced class sizes (+3)	1, 2
SEN TA		1, 2
New class TA	EEF 1-2-1 tuition (+5) Small group tuition (+4)	1, 2
Kagan Strategies	EEF Collaborative Learning (+5)	1, 2, 3
Emotional Coaching Training	EEF Social & Emotional Learning (+4)	3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,604**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor	EEF 1-2-1 tuition (+5) Small group tuition (+4)	1
Interventions & resources	Use high-quality structured interventions to help pupils struggling with literacy (extensive)	1

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 92,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support / Attendance TA	EEF Behaviour Interventions (+3) Parental engagement (+3)	4, 5
Family Resource Worker	EEF Parental engagement (+3)	4, 5
Breakfast Club	EEF Parental Engagement (+3) Attendance	4, 5
After-School Club	EEF Parental Engagement (+3) Attendance	4, 5
Lunchtime Play Leader	EEF Social & Emotional Learning (+4)	4, 5
Forest School	EEF Outdoor Learning (+4)	3
Me Time	EEF Social & Emotional Learning (+4)	3
Lego Therapy	EEF Social & Emotional Learning (+4)	3
DARE	EEF Social & Emotional Learning (+4)	3
Trips & visits	EEF Social & Emotional Learning (+4) Outdoor Adventure Learning (+4)	3
Residential	EEF Social & Emotional Learning (+4) Outdoor Adventure Learning (+4)	3
ArtsMark/Arts Award	EEF Arts Participation (+2)	3
RWInc Resources	EEF Phonics (+4) Reading Comprehension Strategies (+6)	1
Wider Opportunities	EEF Arts Participation (+2)	3

**Total budgeted cost: £233,001.55**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Measure	Score - based on 2018/19 disadvantaged data (NA) from ASP								
Meeting expected standard at end of KS2	<p>RWM: 50% (71%), R: 66% (78%), W: 68% (83%), M: 61% (84%)</p> <p><b>PP End of KS2 2021:</b></p> <table border="1"> <tr> <td>R: 66%</td> <td>=</td> </tr> <tr> <td>W: 64%</td> <td>↓</td> </tr> <tr> <td>M: 68%</td> <td>↑</td> </tr> <tr> <td>RWM: 55%</td> <td>↑</td> </tr> </table>	R: 66%	=	W: 64%	↓	M: 68%	↑	RWM: 55%	↑
R: 66%	=								
W: 64%	↓								
M: 68%	↑								
RWM: 55%	↑								
Achieving high standard at end of KS2	<p>RWM: 8% (13%), R: 13% (31%), W: 11% (24%), M: 13% (32%)</p> <p><b>PP End of KS2 2021:</b></p> <table border="1"> <tr> <td>R: 18%</td> <td>↑</td> </tr> <tr> <td>W: 16%</td> <td>↑</td> </tr> <tr> <td>M: 18%</td> <td>↑</td> </tr> <tr> <td>RWM: 14%</td> <td>↑</td> </tr> </table>	R: 18%	↑	W: 16%	↑	M: 18%	↑	RWM: 14%	↑
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Y3, Y4 & Y5 PP Attainment @ EXS

2019	Y3	Y4	Y5
Reading	47%	61%	45%
Writing	37%	56%	30%
Maths	44%	58%	54%
<b>RWM</b>	37%	50%	24%

2021	Y3	Y4	Y5
Reading	52%	55%	47%
Writing	41%	44%	38%
Maths	45%	50%	50%
<b>RWM</b>	31%	42%	38%

2019	Y3	Y4	Y5
Reading	13%	14%	11%
Writing	7%	8%	0%
Maths	17%	14%	0%
<b>RWM</b>	7%	6%	0%

2021	Y3	Y4	Y5
Reading	0%	0%	12%
Writing	0%	0%	6%
Maths	0%	0%	12%
<b>RWM</b>	0%	0%	6%

## Progress:

Year 3	Below expected progress	Expected/more than expected progress	More than expected progress
Reading	16%	84%	42%
Writing	19%	81%	25%
Maths	23%	77%	39%

Year 4	Below expected progress	Expected/more than expected progress	More than expected progress
Reading	26%	74%	9%
Writing	18%	82%	6%
Maths	21%	79%	6%

Year 5	Below expected progress	Expected/more than expected progress	More than expected progress
Reading	9%	91%	12%
Writing	24%	76%	24%
Maths	26%	74%	18%

Pupil evaluations undertaken during the 2020 to 2021 academic year include:

- Teacher assessments
- Previous KS2 SATS assessments
- Internal moderation
- Y3-5 NFER Standardised Assessments

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider